**Draft Assessment**

**Project Description**

Students will form 6 groups. Each group will choose between performing a traditional African piece or an original composition. Each group will use 3-5 different instruments and the piece should be 1-3 minutes long.

For traditional pieces, each student will participate in the arrangement (what order do the parts enter in? When do they drop out? Who is playing what part?)

For original compositions, each student must write one of the parts and participate in the arrangement of the piece.

Each student will be responsible for answering questions in a “panel of experts” style. For traditional pieces, questions will be asked about the geographical origin of the piece and its traditional use and/or meaning; for original pieces, questions will be asked about the composition process and where rhythmic ideas come from – students are free to borrow rhythms from the pieces we’ve worked on. All groups should be prepared to answer questions about their process for arranging and rehearsing the piece.

If you lost any of the music handouts – please see the instructor wiki!!

If you choose to find an alternate source (original piece or a piece we did not study in class) for your performance you must provide a copy of the music for the instructor.

**Procedures**

Step 1 – Talk about the parameters of the project with the students. Outline the options that they have as they work with their peers – either performing a song that they have learned already or to joint-compose a piece to perform. Instructor will provide an example of what the original composition master copy should look like.

Step 2 - Instruct the class that they will be designing the evaluative criteria for the project. Provide an example and facilitate a discussion.

Step 3 – Allow the students a little bit of time to form their groups. Once the groups are formed and a leader is chosen, the group leader will inform the instructor and sign up for a performance time. They will include the names of all members of the group and the option they have chosen for their performance.

Step 4 – Check in with the individual groups to see how the group dynamic is working and make sure that they are on task to finish in time for the performance.

**Student Created Criteria (Example)**

Criteria for Traditional African Piece

* The piece will be 1-3 minutes long
* The group will all be able to perform the piece accurately and in time
* Each person in the group will know the piece well enough to play on any part
* It should be apparent that the students rehearsed the piece together outside of class
* Each person has to contribute to the performance and the discussion equally
* Group members need to understand and be able to articulate the geographical origin of each piece, its meaning and use, as well as how the group organized the project
* The group will be ready to answer questions from the "panel of experts" regarding their performance and rehearsal process

Criteria for the Original Composition

* The piece will be 1-3 minutes long
* The group will all be able to perform the piece accurately and in time
* Each person in the group will know the piece well enough to play on any part
* It should be apparent that the students rehearsed the piece together outside of class
* Each person has to contribute to the composition, performance, and the discussion equally
* The group will be able to articulate what influenced their piece, whether it's style or certain rhythms that were learned
* The group will be ready to answer questions from the "panel of experts" regarding their performance and rehearsal process